Implementing a Framework to Improve Access and Success for SWD in CTE: The Wheels on the Bus

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Agenda

- Introductions
- Purpose of the Session
- TED Great Leaders Inspire Others
- Activities Through-out
- Wheels on the Bus – Legislation
- Drivers: Students, School, District, State
- Passengers: Stakeholders
- Process: Hour Glass
- Critical Components
- Resources
- Q & A
Simon Sinek: How Great Leaders Inspire Others

What - How – Why

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?referrer=playlist-how_leaders_inspire
Recap = Purpose: *Think, Act, Communicate*

- **Organizational Behavior**
  - What they do
  - How they do it
  - Why they do what they do

- **Purpose – Cause, Belief, Conviction/s**

- **What is the information?**

- **How does it fit?**

- **Road Forward and Reality of Guardrails**

- **Feelings Drive Behavior**
  - Tangible Things to Say and Do

- **What is your Purpose?**
Activity One

Implementing a framework to improve access and success for students with disabilities in career and technical education

Framing Questions

These are individual responses that will be used in future activity building tasks
Legislation – The Wheels on the Bus

In the Context of ADA

ESSA
WIOA
IDEA
Perkins

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Every Student Succeeds Act, 2015 (PL 114-95)

Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA)

Title I Improving the Academic Achievement of the Disadvantaged for K-12 Public Education

Key Components

- Equal Access to Public Education
- Continued Accountability for NCLB with State’s Flexibility
- High Academic Standards
- Emphasis on Well-Rounded Education
- States can Support CCR
ESSA supports the emphasis on established college and career readiness (US DOE, 2009, 2010) by:

1) mandating states develop challenging academic standards and
2) requiring states to develop indicators of students’ success (Advance CTE, 2018)

Several states have included CCR indicators in their ESSA accountability systems (i.e., measures of CTE program completion, credential attainment, and work-based learning - components of Perkins V. indicators)

Career counseling to support “well-rounded education” is another component supporting career development

College and Career Ready
Workforce Innovation and Opportunity Act, 2014 (PL 113-128)

US - National Initiative to Support Talent through Workforce Education and Development Programs

State funding for career centers and job training programs for adult workers, dislocated workers, unemployed and job seekers, youth (in and out of school) and “one-stop” career services system

- WIOA Title I (US DOL)
- Adult Education and Family Literacy Act programs (US DOE)
- Wagner-Peyser Act Employment Services (US DOL)
- Rehabilitation Act Title I vocational rehabilitation programs (US DOE) (Cushing, English, Therriault, Lavinson, 2019)
WIOA, 2014 (PL 113-128)

Three key focus areas in the WIOA include:
(a) needs of workers and business for direct workforce development at the local level,
(b) continuous improvement of One-Stop Centers in meeting the needs of employers and jobseekers, and
(c) workforce development and community needs for strong regional economies.

WIOA provides support services for SWD through preparation for a skilled workforce in the local labor market to ensure individuals are ready to compete in the global economy.

Some of the specified services to be provided as a result of WIOA include job exploration, work-based learning experiences, counseling, workplace readiness training, and self-advocacy skills. Collaboration among agencies and educational entities (e.g., VR, special education, and CTE) is a significant part of the legislation (Advance CTE, 2018)
Individuals with Disabilities Education Improvement Act, 2004 (PL 108-446)

IDEA Provides Basic Rights to SWD and their Families (34 CFR)

Special Education §300.39

Free Appropriate Public Education (FAPE) §300.101

Least Restrictive Environment (LRE) §300.114

Individualized Education Programs (IEP) §300.22, §300.112

IEP Team §300.23, §300.301

Transition Services §300.43

Federal Register Part II Department of Education

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IDEA mandates that secondary SWD 16 years or older (younger where deemed appropriate) have transition services included in their individualized education program (IEP) that specifies postsecondary goals appropriate to education and training, employment, and if appropriate, independent living skills (34 CFR § 300.320(b)(1)(2))

Postsecondary goals delineated in the IEP are based on the student’s individual needs accounting for their strengths, interests, and preferences (20 U.S.C. §1400-14)

The federal regulations define transition services to mean a coordinated set of activities for a child with a disability that are a results-oriented process and meet academic and functional needs (34 CFR § 300.43 (a). 20 U.S.C. 1401(34))
Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 2018 (PL 115-224, PL 116-6)

Perkins V maintains secondary, post-secondary, and adult education services and the focus on CTE program improvement, flexibility to improve CTE, program of study, and data and accountability (Advance CTE, 2018)

Purpose Sec. 2. (20 U.S.C. 2301 – PL 116-6)
- Develop challenging academic and technical standards for high skill, high wage, in-demand occupations
- Integrate instruction (POS) and link secondary and postsecondary education for CTE students
- Support partnerships (CTE, local workforce investment boards, business and industry)
- Increase employment opportunities for under employed and unemployed, including individuals with disabilities

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Perkins V, 2018 (PL 115-224, PL 116-6)

Provisions impacting SWD:

Use state leadership funds on individuals in state institutions (such as correctional institutions, juvenile justice facilities or institutions for students with disabilities) expanded to “up to 2 percent,” with new set-aside added that requires states to spend funds on recruiting special populations into CTE programs.

As part of the local application process, local entities must complete a comprehensive local needs assessment that includes, among other activities, an access and equity gap analysis for special populations, including students with disabilities.

Local applicants must evaluate their ability to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
Provisions Impacting SWD:

Local Perkins grant recipients can use funds to coordinate with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the WIOA and transition-related services aligned with IDEA.

The legislation calls for educators to receive professional development related to students with disabilities; this includes providing CTE educators with knowledge and skills to provide instruction and academic support services, including positive behavioral interventions, MTS, and use of accommodations.

Career Guidance and Academic Counseling includes information on career awareness exploration opportunities and planning for an individual’s occupational and academic future and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education.
Perkins V, 2018 (PL 115-224, PL 116-6)

Provisions Impacting SWD:

Defines key terms within the law to include:....

CTE Concentrator – secondary level CTE is a student who has completed at least 2 courses in a single career and technical education program or program of study

CTE Participant – secondary level C+TE is a student who completes not less than one course in a career and technical education program or program of study

Universal Design for Learning – means a scientifically valid framework for guiding educational practice that—(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including SWD and LEP
Activity Two

Naming the “Elephant in the Room”

What are your Challenges and Needs

Please use your Activity One individual responses to guide/frame your discussion

Please develop a collective listing, organize into themes (groupings and/or collections), and be prepared to report out
Drivers of the Bus: Framework for Access to CTE for SWD

**Students** – SPINS plus A, business and industry requirements, requisite skills - academic, behavior, safety, program options and opportunities to be CCR

**Schools** – professionals and professional development, IDEA and Perkins requirements and understanding, career guidance and academic counseling, career pathways – CCR programs, supports, realistic outcomes for SWD (e.g., IDEA Transition CIM 14, Perkins V Secondary Indicators), concentrators and completers – accountability

**Districts** – Multiple challenges, priorities, willingness to look at CCR with pathways and investment, creation pathway options, fit with CTE – understanding that CTE is not do all end all nor a not at all choice

**State** – Priorities and political will, goals for education and workforce development as part of economic plan

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Access and Equity: The Framework for CTE for SWD
SWD Participants in Secondary CTE

South Carolina

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Source: Perkins Collaborative Resource Network – US DOE GAO-19-348 IDEA Age 6-21 approximately 9%

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SWD Participants in Secondary CTE

Source: Perkins Collaborative Resource Network – US DOE GAO-19-348 IDEA Age 6-21 approximately 12%
SWD Participants in Secondary CTE

Pennsylvania

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Source: Perkins Collaborative Resource Network – US DOE GAO-19-348 IDEA Age 6-21 approximately 11%

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SWD Participants in Secondary CTE

Idaho

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Source: Perkins Collaborative Resource Network – US DOE GAO-19-348 IDEA Age 6-21 approximately 7%

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Stakeholders on the Bus: ROI

Students
Parents
Families
Community Members
Business and Industry
Government Entities
Agencies and Support Services
Public and Private Sector
Taxpayers
Others
Define The Problem

Reality - What is

Gap

Desired Outcome

Context

Assumptions

Source: Johnston & Berger, 2011
Activity Three

What are your Critical Action Items based on your Established Current Challenges and Needs

Actionable Items
Goals
“To Do” Priorities
Timeline
Decision Making
The Planning Process

• It Takes Time
• Multiple Responsibilities
• Lots of Meetings with Lots of People
• Include all Stakeholders
• Think Out Loud
• Brainstorm
• Take Good Notes
• Important to Get It Right
• Listen to Everyone
• Build Consensus
• Ongoing Process
Top Down
State Willingness – Capacity Building

Public Policy
Bottom Up
Grass Roots Initiative and Commitment

Identify Best Practice
School-Based
Top Down and Bottom Up

Public Policy

Practice

State Level

District Level

School Level

Policy Makers

School Boards

Administrators and Teachers

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Vision and Leadership – Collaboration, Effective Communication, Proactive Partnerships, Production
Compromise – *The Road Forward*

![Appreciative Inquiry Diagram](image-url)

Source: Cooperrider et al.

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Activity Four

Robert Frost – *The Road Not Taken* or
The Beatles – *The Long And Winding Road*

Establishing a Framework for a Pathway Forward

Next Steps
Key Stakeholders
Measures of Completion
Measures of Success

Report Out Overview
Food For Thought

Reality Check
Breaking Down Silos
Watch for Silos that *may be* Nuclear
Build New Bridges
Develop an Infrastructure with many Pathways

Guiding Principles
Collaborative Efforts in Recruitment, Placement, Enrollment, Programming, POS, Communication, Supports, Expected Outcomes
Find the Sweet Spot and Build on What Works
On-going Professional Development and Training

Key Stakeholders: School Personnel, Parents, Students
Activity Five

General Discussion with Q & A

Sharing of Ideas

Train the Trainer for New Adopters from Those with Experience

Advice – Mistakes to Avoid, Approaches to Pursue

Build the Network

&

Remember the Bus